



SC Annual School Report Card Summary

Red Bank Elementary

Lexington 1

Grades: PK-5

Enrollment: 608

Principal: Marie G. Watson

Superintendent: Dr. Karen C. Woodward

Board Chair: G. Edwin Harmon, Ph.D.

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD/SILVER AWARD	AYP STATUS	NCLB IMPROVEMENT STATUS
2008	Average	At-Risk	TBD	Not Met	N/A
2007	Average	At-Risk	N/A	Not Met	CSI
2006	Average	Below Average	N/A	Not Met	NI

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT

4

GOOD

27

AVERAGE

45

BELOW AVERAGE

1

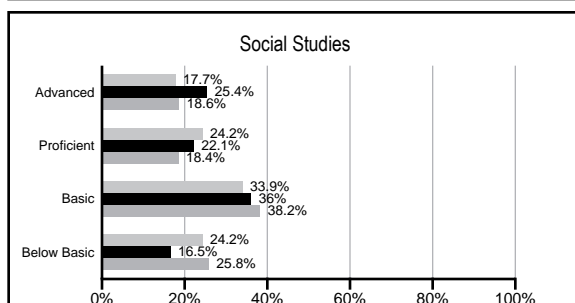
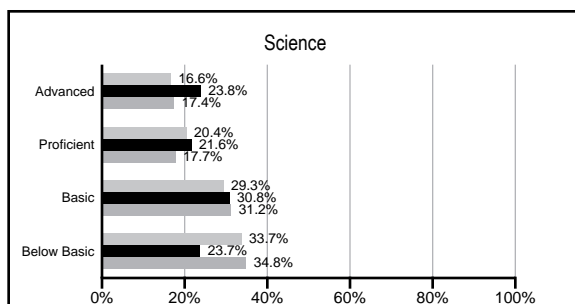
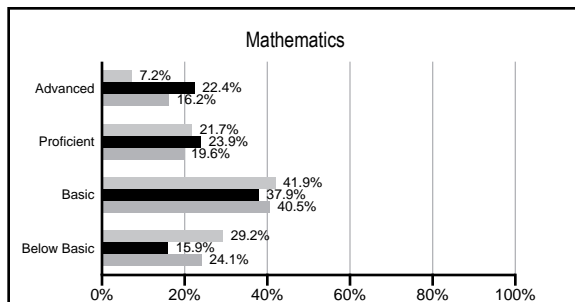
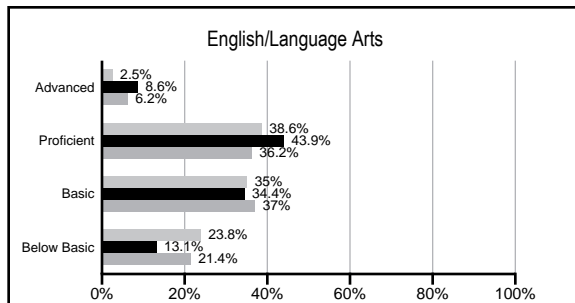
AT-RISK

0

* Ratings are calculated with data available by 02/17/2009. Schools with Students like Ours are Elementary Schools with poverty indices of no more than 5% above or below the index for this school.

PACT PERFORMANCE

Our School Elementary Schools with Students Like Ours Elementary schools statewide



NAEP PERFORMANCE*

* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



SC PERFORMANCE GOAL

2010 Goal:

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

2020 Goal: TBD

Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined
NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status

Red Bank Elementary [Lexington 1]

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=608)				
Retention rate	2.1%	Up from 1.6%	1.8%	2.3%
Attendance rate	95.9%	Down from 96.0%	96.5%	96.3%
Eligible for gifted and talented	14.6%	Down from 17.4%	16.6%	10.4%
With disabilities other than speech	10.1%	Up from 7.8%	6.6%	7.5%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=56)				
Teachers with advanced degrees	80.4%	Up from 72.6%	60.4%	56.7%
Continuing contract teachers	75.0%	Down from 80.8%	81.6%	77.3%
Teachers with emergency or provisional certificates	2.1%	Up from 1.5%	0.0%	0.0%
Teachers returning from previous year	81.5%	Down from 91.0%	89.5%	86.4%
Teacher attendance rate	94.8%	Down from 95.0%	94.7%	94.9%
Average teacher salary	\$49,243	Up 8.1%	\$46,636	\$45,345
Classes not taught by highly qualified teachers	0.0%	Down from 1.2%	0.0%	0.0%
School				
Principal's years at school	5.0	Up from 4.0	5.0	4.0
Student-teacher ratio in core subjects	17.7 to 1	Down from 22.8 to 1	19.5 to 1	18.5 to 1
Prime instructional time	89.2%	Down from 89.7%	89.9%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$6,387	Down 4.7%	\$6,488	\$7,052
Percent of expenditures for instruction*	73.8%	Down from 75.7%	69.8%	69.1%
Percent of expenditures for teacher salaries*	71.2%	Down from 73.2%	65.7%	64.2%
% of AYP objectives met	85.7%		92.3%	85.7%

* Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	37	89	35
Percent satisfied with learning environment	97.3%	91.0%	94.1%
Percent satisfied with social and physical environment	97.3%	88.8%	97.1%
Percent satisfied with school-home relations	91.9%	89.9%	82.9%

*Only students at the highest elementary school grade level at this school and their parents were included.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Red Bank Elementary has embarked on a journey of systemic change in order to improve student achievement. Certified and support staff joined forces with a new purpose: Successful Learning for All. Our emphasis on student achievement has resulted in the use of student data to make informed decisions about instruction. Our focus has shifted from teaching to learning. We use assessment data to learn what students know and to make decisions about instruction when students have not learned.

In 2007–2008, we implemented a Response to Intervention model. Every student in our school was given a benchmark assessment for reading in the fall, winter, and spring. This data was used to determine if students needed reading interventions. The progress of students with interventions was monitored each week. A Response to Intervention team met weekly to review data and make decisions about appropriate interventions. Through this process, we learned that some of our students had barriers to learning. More than 30% of our students in the upper grades demonstrated a weakness in reading fluency, and a similar percentage demonstrated weakness in phonemic awareness and decoding skills in the primary grades. By year's end, our students had made significant improvements, particularly in the lower grades, in reading skills. Our kindergarten teaching team recorded the most improvement with only one student remaining at risk at the end of the year in reading skills, as measured by the Dynamic Indicators of Basic Early Literacy Skills assessment.

In year two of our Positive Behavior Supports School Improvement Grant, we implemented a system for recognizing appropriate behavior to encourage students to work together in a respectful environment. Our emphasis of Respect, Belong, Excel, and Serve was promoted each day through announcements and "Thumbs Up" recognition for students who demonstrated the expected behaviors. Celebrations were held to acknowledge students for school and bus behavior. We observed a decrease in the number of student discipline referrals and implemented a "check-in/check-out" system for students with the most serious behavior concerns. After implementing a bus behavior incentive plan, we received no student discipline referrals from our bus drivers during the last six weeks of school.

Teachers participated in a year-long study of Professional Learning Communities, reflecting on teaching practices and embarking on more focused, collaborative efforts by working toward students' achievement goals. Teachers are developing formative and common assessments, using pacing guides to assist them in meeting student achievement goals. Through this process, learning opportunities provided to students will not vary depending upon the teacher, but all students will have access to the same content. We expect to realize improvements in the 2008–2009 school year, particularly in reading, and, with our efforts at continuous improvements, we anticipate greater achievement in the years to come.

Marie G. Watson, Principal
Patsy Amick, SIC Chair

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